

WA Reading Corps: 2010-2011 Performance Measures Progress



So far this year, WRC members and community volunteers have tutored 8,389 students.

Across the state, WRC projects submit semi-annual progress reports to track performance measures. Highlights from the report are shown below, and compiled from each project site to demonstrate the impact of the entire program.

Engaging Students

The WRC seeks to tutor 6,100 students throughout the school year. So far this year, 8,389 students have been tutored by AmeriCorps members and community volunteers.

One of the national performance measures the WRC uses is the number of students with improved academic performance. This is measured by the number of students tutored in reading that raise their reading skills by at least one grade level or meet benchmark by the end of the year. This will be assessed toward the end of the school year, with the intermediate goal of reaching 45%.

Mobilizing Volunteers

3,600 community volunteers will contribute 80,000 hours of reading tutoring to students. WRC members have recruited, trained, and managed 3,185 volunteers, reaching 88% of the target. Volunteers reported 32,999 hours of reading tutoring, reaching 41% of the target.

In order to create sustainable volunteer reading programs, the WRC aims for 80% of adults report a desire to volunteer in the future. So far this year, 86% of adults indicated a desire to volunteer in the future. Of the adult volunteers recruited, 20.7% were from the baby boomer generation.

Supporting disaster services

Out of the goal of 230 members trained in CPR/First Aid, and Disaster Shelter Management, 236 members completed this target. Of those who completed disaster preparedness training, 78% indicated that they feel more confident about responding to disasters.

“WRC has mobilized 3,185 community volunteers, and provided 32,999 hrs of reading tutoring”

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CNCS Strategic Initiatives: WRC Great Stories

The following stories illustrate the effectiveness of WRC services and activities that contribute to improved educational outcomes for struggling readers. WRC members mobilize community volunteers, engage students, utilize baby boomer's experience, provide opportunities for all youth, and support disaster services.

Solid Ground WRC - Emerson Elementary and the Cities of Service Initiative: As the lead organization for Seattle's Cities of Service Initiative, the North King County Washington Reading Corps has developed a great deal of momentum around volunteer recruitment, training, and management during the 2010-2011 school year. On a city-wide level, the Cities of Service Initiative has highlighted the importance of volunteer service in supporting education programs and has helped the Washington Reading Corps develop several key partnerships for volunteer recruitment and volunteer program capacity building.

CYS WRC-Olympia Early Learning Center: We work with children ages 4 weeks to 7 years. 75% of the families served by our site are low-income. We bring a literacy curriculum to every classroom, emphasizing the importance of story time, children's creativity in literacy skills, and the facilitation of enthusiasm about reading! We have also organized family nights to encourage families to be more involved in their child's literacy learning, including a parent's workshop from the organization Page Ahead, and distributing free books to families. One of the most exciting outcomes to see is the children's confidence about reading improving drastically. Often teachers do not have the time to make individualized learning plans and personally encourage each child at their developmental level, particularly with literacy skills like reading a book with one child or helping them sound out a word. Supporting children on a more individual level gives them a consistent, dependable mentor that they know they can rely on.

ESD112 - Minnehaha Elementary: Recruiting peer/cross-age volunteers at Minnehaha has been extremely successful this year. The school has a relationship with Hudson Bay High School, where two classes come for about an hour to tutor students in literacy throughout all the grades. As well as this relationship with Hudson Bay, Minnehaha has also branched out to other high schools in the area for volunteering. This year we have successfully built a relationship with the Skyview High School's National Honors Society (NHS), as well as the NHS at the Vancouver School of Arts and Academics (VSAA). Because of the high school volunteers, we have been able to more effectively run stations at literacy events, as well as have more stations than previous years due to the extra help. Generally, the students who come to help are enthusiastic and energetic, even offering to dress up and staying much later than asked to help us take down the event. The relationship we have built with Hudson Bay, Skyview and VSAA has been invaluable, and we hope that they will continue to aid us throughout the year.

IMAC WRC, Paul Rumburg Elementary: An elderly retired teacher, Mrs. Lamb appears several days a week to take charge of the fifth grade ELL students whom I tutor. Mrs. Lamb also regularly both leads and entertains all of the classes with poetry reading. As I arrive to pick up my third grade student, I witness the whole class engaged as Mrs. Lamb reads classic and modern verse. Each has a poetry book at the ready, waiting for a turn. Mrs. Lamb is a patient coach, and so is the class as students take turns reading, often stumbling over the difficult words. At this school, poetry is serious business!

OIC WRC, Yakima: On February 12, 2011 the small community of White Swan was engulfed in flames. When it was over 18 homes in and around the community were destroyed. The wind spread the fire from roofs to trees and on to an open field. The fire left an estimated 120 people, most from the Yakama Nation tribal members, homeless and others with damaged structures. The community was left without power for a couple of days and the elementary school where three of our AmeriCorps members served as an emergency Red Cross shelter for a couple of days. The five OIC Reading Corps members accompanied the Washington Conservation Corps team that came from Wenatchee, WA to help demolish burned structures and clean up debris. Twelve of our AmeriCorps members went out to help sort through the massive amounts of clothing and household items the community has received. The four members that serve in the Harrah Elementary and Yakama Nation Tribal Head Start Program continue to volunteer in the evenings and on the weekends at the donation site.

Skagit, Alderwood Elementary: One of the students I work with is Saul. He is a 5th grader who just has very low fluency and needs to work on reading like he talks. I've recently introduced him to Harry Potter books, and when I say "introduced" I really mean I've gotten him addicted to them! Before Saul didn't really like to read during independent reading time or at home, but since he's started reading the Harry Potter books his teacher has said that he nearly begs for longer independent reading time and he is reading more at home. I work with him every day for 15 minutes and we thought that we wouldn't be reading together anymore because the WRC just got a new schedule and kids after ASAC meetings, but we're still reading together. When I went to get him on Tuesday to tell him we were still going to be able to read and talk about Harry Potter together he did a little happy dance. Basically I've learned that if you find a book that a struggling reader is very interested in then it is extremely helpful as they are more willing to put in the work and extra time.

NEWESD 101, Columbia: Here at Columbia we started an after school tutoring program for elementary students. We have used various strategies to help them learn their lessons. We have found that after participating in our program, several of the students have volunteered to help their classmates. We had 5 teachers volunteer their time for our Ready for Kindergarten program which helps parents learn how to teach their children using various strategies and toys. There were seven community members who volunteer to watch the children while their parents were in class.